DOCUMENT RESUME

ED 171 007 **EC 115 216**

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TITLE Attitude Change Toward Trainable Mentally Retarded: "Mainstreaming in Reverse".
PUB DATE Apr 79
NOTE 14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session A-8)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Attitudes; *Changing Attitudes; Elementary Education; *Exceptional Child Research; *Mainstreaming; Mentally Handicapped; *Peer Acceptance; Peer Relationship; *Student Attitudes; *Trainable Mentally Handicapped

ABSTRACT

An assessment was made of change in attitude toward trainable mentally retarded (TMR) students of 42 adults (members of the PTA Board and teachers of the experimental groups) and 127 children (in first, third, and sixth grades) as a result of special instruction and an integrated program. Regular class students in small groups were systematically integrated into a TMR class where they engaged in the same cognitive, motoric, and affective domain activities as TMR Ss, for the development of personal, social, and occupational skills. Among findings from administration of the Childrens Attitudes Survey were the following: children in the first grade showed highest percentages of negative response in expressing reluctance to want to play with TMRs, going to their classroom to work with them, and being afraid to play with them; nearly half the children in all grades thought TMRs used worse language than they did, but that not all TMRs used bad language; and about one-third of all groups felt they would be ashamed if they had a sibling who was like a TMR child. It appeared that the special activities program used with the experimental groups had some influence in changing the attitudes of the PTA Board members toward mental retardation and the mentally retarded at the TMR level, as well as the attitudes of the regular school children toward the TMRs in the TMR classroom. (SEH)

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ATTITUDE CHANGE TOWARD TRAINABLE MENTALLY RETARDED:

"MAINSTREAMING IN REVERSE."

by

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Abstract: An assessment was made of change in attitude toward Trainable Mentally Retarded students of 42 adults and 127 children as a result of special instruction and an integrated program. Regular class students in small groups from 1st, 3rd, and 6th grades were systematically integrated into a TMR class where they engaged in the same cognitive, motoric, and affective domain activities as the TMR, for the development of personal, social, and occupational skills. Significant changes between groups was shown by 1st and 3rd grades. The most significant change occurred within the Experimental adult group.

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ATTITUDE CHANGE TOWARD TRAINABLE MENTALLY RETARDED: "MAINSTREAMING IN REVERSE."

BY

Mildred S. Cronk

Trainable Mentally Retarded students are customarily placed in classrooms separate and apart from their non-retarded peers. They lack opportunities to become personally acquainted with each other and to share common educational experiences. There is evidence, however, that attitudes toward the mentally retarded are influenced by the degree of contact with them (Begab, 1968), and that attitude change can occur in a positive direction when contacts between normal individuals and the mentally retarded take place (Begab, 1970; Strauch, et al, 1970). Without meaningful contact with the mentally retarded, normal children display a dimension of attitudes quite similar for both black (minority group) and retarded populations (Harth, 1971).

Adults with no previous contact with a retarded person and parents of school-aged children tend to favor segregation of retarded children in the community (Meyers, Sitkei and Watts, 1966; Gottlieb and Corman, 1974).

Thurston (1960) studied the attitudes and emotional reactions of the parents of physically handicapped children who were also severely retarded and developed a Sentence Completion Form (TSCF, 1959) used extensively in attitude research. The range and variability of attitudes, beliefs, and information levels toward both educable and trainable mentally retarded has been assessed (Efron and Efron, 1967) by means of a Likert format scale which they developed. The Attitudes Toward Disabled Persons (ATDP) scale developed by Yuker, Block, and Young (1966) is used by psychologists, physicians and rehabilitation personnel.

Using the above mentioned scales as models, an Attitude Survey (AS) and a Childrens' Attitude Survey (CAS) were developed to probe attitudes in five areas:: Personal Contact with TMR; Appearance and Behavior of TMR; TMR's Feelings and Expression of Feelings; Acceptance as a Family Member, and Schooling for TMR's.

The purpose of this study was:

1. To ascertain if the negative attitudes of normal school children and their teachers could be changed in a positive direction as the result of a carefully structured program of integration with the TMR students,

2. To ascertain if the negative attitudes of the members of the PTA Board and the teachers of the Experimental groups could be changed in a positive direction as the result of a slide-talk presentation and a visit to the TMR classroom.

3. To evaluate the ability of the Attitude Survey and the Childrens' Attitude Survey to detect any changes in attitudes as a result of these programs.

METHOD AND PROCEDURE

I. THE METHOD

The Subjects

Approval to conduct this study was received from the Principal of the school, the members of the PTA Board, and the teachers of the Experimental and Control classes at 1st, 3rd and 6th grade levels which had been randomly selected.

AS forms were mailed to the 29 members of the PTA Board, to be filled out and returned at the next Board meeting. A secret number was inserted blindly into each envelope with instructions to number their form with it and retain it for use on their post-test. AS forms were given to all teachers and other personnel in the school who acted as the control group. Secret numbers plus a "T" for teachers and "P" for other personnel were used. The three experimental teachers were given numbers ending with "TE". When these were returned they were added to the PTA Boards returned forms and included in this aspect of the study. These three teachers participated in the study in the same way and to the same extent as the PTA members.

The CAS form was given to each experimental and control group teacher just prior to their grades two-week program of activities, with instructions on numbering and keeping a secret list for post-test matching. A blank sheet of paper accompanied each form. Teachers were requested to have each child, after completing the questionnaire, draw a picture of a child at his grade level "doing something - working or playing - with a TMR child." They were to identify the child at his grade level and also the TMR child. 1st and 3rd grade teachers administered the CAS to each child individually; 6th graders marked their own. Post-test was administered in the same way, except that the children were asked to draw a picture of themselves working or playing with a TMR child and to mark which was which.

Nineteen PTA Board members attended the next meeting, returned their AS forms, listened to and watched a slide-talk presentation showing activities that take place in the TMR classroom and describing the childrens' problems. On later dates, several of them visited the classroom, observing and/or working or playing with the children.

AS forms were mailed to these nineteen members for post-test; thirteen were returned (a 68% response). Adding the three TE teachers to the PTA Board gave a total of 22 in the original experimental group. Only one TE teacher returned the post-test, giving a ratio of 14/22 (64% response). The initial control group, including TC teachers (teachers of Control classes) was 20; only 10 post-tests were received (a 50% response).

Subjects at the three grade levels, after final matching of pre-tests and post-tests, were as follows:

	E group	C group
1st Grade	19	20
3rd Grade	23	17
6th Grade	25	23

According to sex:	E group		C group	
	Boys	Girls	Boys	Girls
1st Grade	10	9	10	10
3rd Grade	11	12	9	8
6th Grade	11	14	12	11

No attempt to match classes or students within classes was made. All classes under stable conditions had no more than 29 students. During the period of the study, illnesses, withdrawals and admissions caused widely varying class populations. Classes that were decimated to begin with remained so, even though more class members may have taken part in the activities and responded to the post-test than to the pre-test.

Post-tests were matched by number with pre-tests for all groups participating. Pre-tests with no matching post-tests were discarded; post-tests with no matching pre-tests were also discarded. Data was tabulated and analyzed for only those subjects who had completed both tests, and, in the case of the E groups, taken part in the programmed activities.

Special experimental materials

Table games or group games requiring cognitive ability were used at each level according to the abilities of the children. These were: Farm Lotto, Travel Lotto, Monster Old Maid, Candyland, Chutes and Ladders, the Lone Ranger, a Form-fit puzzle game, and Happy Little Train. Group games were: Find the Leader (child in center of circle must discern the pre-selected leader in the circle who begins each new hand, head or foot motion), Animal Zoo - (similar to Fruit Basket Upset but using names of wild and tame animals), Concentration (matching cards are hidden behind numbers 1-20), and Musical Chairs (sometimes called "Going to Jerusalem").

Art, handcrafts, and cooking activities at the affective level were programmed for each class; birthday parties and child-developed entertainment were planned.

Outdoor games - requiring motor skills were: shooting baskets with a basket-ball, playing tether-ball, volley tennis and four-square, as well as games: Red Rover, Here We Come, Stride-Ball, Dodge-Ball and Squirrel with a Nut.

Puzzles, tinker-toys, plastic animals, doll-house and furniture, dress-up clothes, tea-party dishes, play telephones, stuffed animals and dolls were all used by children at every grade level after finishing their work activity and cleaning up.

Special experimental methods

A highly structured program was planned that could be repeated at each grade level and which was within the ability range of the TMR pupils. Work and play activities and room arrangements were set up ahead of time. TMR children were actively engaged in these before the experimental group arrived. The regular school children were asked to choose places alongside of or across from a TMR pupil in order to become acquainted with them. They were prompted to observe what the TMR child was doing and to do the same thing,

or if the TMR child needed help, it was suggested that they might help him. TMR children were instructed to observe what the regular school children were doing, and if they needed help, they could help them. All children were treated in the same manner; each was expected to do his own work, help others if necessary, let others help him, and to clean up and put tools away when finished. Following "clean-up" each child had permission to engage in "free play" by himself or with a TMR child, either in the room or outdoors where the aide was conducting outdoor games. TMRs were encouraged to play with the regular school children.

The Instrument

Questions which would indicate positive or negative attitudes toward trainable mentally retarded children were solicited from a group of nine persons who worked closely with TMR children. Other questions were adapted from the TSCF, Efron and Efron's Likert format scale, and from the ATDP. 80 questions were submitted to the group for pairing. Each was checked as positive or negative/true or false. 50 questions upon which all group members agreed were used for the AS form. These were submitted for rechecking in order to establish reliability of the test. Validity was built in by choosing only those questions upon which there was agreement.

Questions of a factual nature or which called for a value judgment beyond the scope of a child's ability were deleted from the AS in order to make the CAS a 25 item form.

II. PROCEDURE

General Schedule for Classes

All Grades - Orientation for entire class and teacher, and teacher's aide. Group games, outdoors, involving entire class with TMRs.

1st Grade Session 1: All groups: Cognitive table games, Indoor group games, Outdoor play with wagons, balls and jump ropes.

1st Grade Session 2: Group 1: Plaster coasters decorated with cooking crystals and glitter. Outdoor play, as above.
Group 2: Pencil holders from orange juice cans, using salt-dough and macaroni. Indoor, then outdoor play.
Group 3: Make place-mats and a birthday cake. Return in afternoon for party and indoor and outdoor games.

3rd Grade Session 1: Group 1: Make place-mats and a birthday cake. Return in afternoon for party and indoor and outdoor games.
Group 2: Make objects from ceramic clay. Clean-up. Play indoors with toys, then outdoor games with TMRs.
Group 3: Paint cigar boxes. Clear-up. Play indoor table games, then outdoor games.

3rd Grade Session 2: Group 1: Make pencil holders (same as 1st Gr. Group 2).
Group 2: Glaze fired ceramics; play Dodge-Ball.
Group 3: Line cigar boxes with felt; laquer and glitter them. Outdoor games: Dodge-Ball and Here We Come.

6th Grade Session 1: All Groups: Cognitive table games. Outdoor group games.

6th Grade Session 2: Group 1, Make pencil holders (same as 1st and 3rd Grades). Group 2, Make objects from ceramic clay. Outdoor play. Group 3, Make place-mats and bake a cake. Return for party, indoor and outdoor group games.

All Grades: The entire class, teacher and teacher's aides come for slide-talk presentation, showing TMR doing many things, and work they have done. Discuss causes of childrens' problems and how they can be helped. On a following day, entire class comes for child-developed entertainment - dance, song, pantomime, skits.

RESULTS

Results of the AS of the PTA Board compared with the staff control group show that both groups come from the same population ($z = .06$; $p < .48$ on a one-tailed test). A difference ($p < .08$) was found between the experimental and control groups' post-test AS scores, which was not highly significant. The difference within the experimental group between pre-test and post-test was highly significant ($p < .0002$).

TABLE 1.

Means, Standard Deviations, Standard Errors of the Means, Differences between Means, Standard Errors of the Difference between Two Means, small sample, uncorrelated Data, with resulting z scores and p level of significance.

Experimental Group (N = 14)		Control Group (N = 10)	
Initial Test	Final Test	Initial Test	Final Test
$M_{E_1} = 9.5$	$M_{E_2} = 5.5$	$M_{C_1} = 9.4$	$M_{C_2} = 7.3$
$x^2 = 1411$	$x^2 = 503$	$x^2 = 1052$	$x^2 = 641$
$\sigma_1 = 3.36$	$\sigma_2 = 2.46$	$\sigma_1 = 4.3$	$\sigma_2 = 3.46$
$\sigma_m = .898$	$\sigma_m = .657$	$\sigma_m = 1.36$	$\sigma_m = 1.09$

	Experimental Group (M_E)		Control Group (M_C)		Diff.between Means ($M_E - M_C$)			
	M_E	σ_m	M_C	σ_m	$M_E - M_C$	σ_{D_m}	z	p
Initial Test	9.5	.898	9.4	1.36	.1	1.63	.06	.48
Final Test	5.5	.657	7.3	1.09	1.8	1.27	-1.41	.08
Internal Change	4.0	1.11	2.1	1.73	1.9	2.05	.92	.18
z score		3.60		1.21		.92		
p		.0002***		.113		.18		

*$p < .05$ (one-tailed test)
**$p < .01$
***$p < .001$

Results of the CAS experiment are shown in Table 2.

TABLE 2.

Means, Standard Deviations, Standard Errors of the Means, Differences between Means, Standard Errors of the Difference between Two Means, small sample, uncorrelated Data, with resulting z scores and p level of significance.

FIRST GRADE		THIRD GRADE		SIXTH GRADE	
Exp. (N=19)	Ctl. (N=20)	Exp. (N=23)	Ctl. (N=17)	Exp. (N=25)	Ctl. (N=23)
Initial Test		Initial Test		Initial Test	
Mn. = 7.05	7.40	Mn = 4.83	4.76	Mn = 4.60	3.79
σ = 4.25	2.39	σ	3.64	3.56	σ = 2.75	2.39
σ_m = .96	.54	σ_m = .74	.89	σ_m = .56	.51
Final Test		Final Test		Final Test	
Mn. = 5.42	6.85	Mn. = 2.83	4.65	Mn. = 3.72	3.91
σ = 2.27	3.10	σ = 2.19	4.00	σ = 1.90	2.76
σ_m = .52	.71	σ_m = .45	1.00	σ_m = .39	.59

EXPERIMENTAL GROUP		FIRST GRADE					CONTROL GROUP
	M_E	σ_{im}	M_C	σ_m	$M_E - M_C$	σ_{D_m}	z	p (one-tailed)
Initial Test	7.05	.96	7.40	.52	.35	1.10	.31	.38
Final Test	5.42	.52	6.85	.71	1.43	.89	1.61	.05* (sign.)
Internal Change $(M_2 - M_1)$	1.63	1.09	.55	.89	1.08	1.40	.77	.22
z score	1.50		.61		.77			
p	.07		.27		.22			

EXPERIMENTAL GROUP			THIRD GRADE					CONTROL GROUP
Initial Test	4.83	.74	4.76	.89	.07	1.14	.06	.48
Final Test	2.83	.45	4.65	1.00	1.82	1.10	1.65	.05* (signif.)
Internal Change $(M_2 - M_1)$	2.00	.86	.11	1.32	1.89	1.57	1.20	.11
z score	2.32		.08		1.20			
p	.01* (sign.)		.47		.11			

EXPERIMENTAL GROUP			SIXTH GRADE					CONTROL GROUP
Initial Test	4.60	.56	3.78	.51	.82	.76	1.07	,14
Final Test	3.72	.39	3.91	.59	-.19	.71	.27	.39
Internal Change $(M_2 - M_1)$	.88	.68	-.13	.78	1.01	1.03	.98	.16
z score	1.29		.17		.98			
p	.10		.43		.16			

Table 2 shows that a statistically significant difference ($p<.05$) was found between the 1st grades experimental and control group's final scores. There was also a statistically significant difference ($p<.05$) between the 3rd grades experimental and control group's final scores. Initial test differences showed that the two groups in each grade came from the same population. The changes between initial scores and final scores within the 3rd grade experimental group were significant at the $p<.01$ level. The 1st grade experimental group tended toward a significant change ($p<.07$).

Change within the 6th grade experimental group was only $p<.10$. The initial test results between the experimental and control groups at the 6th grade level showed that these classes did not come from the same population. ($p<.14$). On the final test the experimental group moved toward a more positive attitude, the control group became slightly more negative. The experimental group became more like the control group as it had been on the initial test; the control group became slightly more like the experimental group as it had been on the initial test. They were definitely from the same population following the final test. The control group's change reflected that it was the same population.

An analysis was made of the pre-test and post-test drawings submitted by all children showing a child at their grade level playing or working with TMRs. Regular school children were identified, sometimes with a name, sometimes with "me" and TMRs were marked TMR in the pre-test and sometimes with their name in the post-test. The pre-test drawings showed activities far beyond the abilities of any school child, such as flying airplanes, or driving race cars, but also school and play activities at their own grade level. TMRs were generally depicted as larger, more aggressive than the others. In the post-test, experimental and control groups both depicted more realistic activities; simpler games and more one-to-one activities. The TMRs were no longer larger and more aggressive, but more equal or smaller than the grade children.

Results of the percentage comparisons for each grade between the experimental and control group's negative responses on pre-test and post-test are given in Table 3. Five areas of inquiry are: Personal Contact with TMRs, TMRs Appearance and Behavior, TMRs Feelings and Expression of Feelings, Acceptance as a Family Member, and Schooling for TMRs.

TABLE 3.

PERSONAL CONTACT WITH TMRS Question No.	Neg. Resp.	Group	1st Grade Pre Test	1st Grade Post Test	3rd Grade Pre Test	3rd Grade Post Test	6th Grade Pre Test	6th Grade Post Test
1. I would like to play with the TMR children	No	E	.20	.10	.26	.04	.08	.00
		C	.30	.20	.00	.11	.18	.00
20. I would be afraid to play with the TMR children	Yes	E	.30	.20	.26	.00	.04	.08
		C	.05	.20	.06	.11	.04	.04

PERSONAL CONTACT WITH TMRS Question (cont'd) No.	Neg. Resp.	Group	1st Grade Pre Test	1st Grade Post Test	3rd Grade Pre Test	3rd Grade Post Test	6th Grade Pre Test	6th Grade Post Test
22. I would like to visit the TMR classroom and see what kind of work they do there	No	E	.10	.05	.00	.00	.16	.04
		C	.25	.20	.11	.11	.00	.13
8. I would like to go to the TMR classroom and work with these kids	No	E	.40	.20	.09	.00	.00	.00
		C	.25	.20	.06	.11	.09	.04
2. If I lived near a TMR child I would ask him to come to my house to play	No	E	.20	.00	.18	.04	.20	.04
		C	.25	.40	.18	.18	.09	.09
16. I would play anywhere with a TMR child if he lived near me, and I would be his friend	No	E	.10	.05	.04	.04	.24	.08
		C	.15	.15	.00	.06	.18	.13
TMRS APPEARANCE AND BEHAVIOR								
10. Retarded children always look very peculiar, even ugly	Yes	E	.52	.15	.26	.04	.20	.12
		C	.50	.30	.41	.18	.35	.09
19. It is not always possible to tell a retarded child by his looks	No	E	.63	.78	.48	.39	.56	.40
		C	.45	.45	.59	.53	.30	.30
12. The children in TMR classes are really nice kids	No	E	.20	.10	.04	.00	.00	.08
		C	.15	.20	.06	.00	.09	.04
4. I would not trust a TMR child. I think he would steal and then lie about it.	Yes	E	.20	.05	.09	.09	.04	.04
		C	.45	.20	.35	.23	.13	.18
TMRS FEELINGS AND EXPRESSION OF FEELINGS								
3. A retarded child has feelings like everyone else. He feels bad when you call him names.	No	E	.10	.00	.09	.04	.08	.04
		C	.05	.10	.06	.11	.18	.04
5. I think that when it comes to using bad language, TMR kids are no worse than those in regular school	No	E	.52	.56	.43	.35	.40	.56
		C	.35	.70	.18	.41	.35	.52
14. I think the TMR children all use very bad language	Yes	E	.36	.26	.13	.18	.08	.08
		C	.30	.40	.30	.11	.13	.09

TMRS FEELINGS AND EXPRESSION OF FEELINGS (Cont'd) Question No.	Neg. Resp.	Group	1st Grade Pre Test	1st Grade Post Test	3rd Grade Pre Test	3rd Grade Post Test	6th Grade Pre Test	6th Grade Post Test
24. A TMR child often becomes "emotionally disturbed" when he cannot learn to do things other children can do.	No	E	.20	.20	.26	.57	.64	.48
		C	.30	.20	.23	.35	.35	.39
25. TMR children are mean	Yes	E	.26	.05	.26	.04	.08	.04
		C	.45	.30	.11	.18	.09	.13
ACCEPTANCE AS A FAMILY MEMBER								
6. I would be ashamed if I had a sister or brother who was like a TMR child	Yes	E	.40	.30	.30	.09	.36	.32
		C	.60	.45	.23	.30	.09	.26
9. If I had a TMR brother or sister, I would be good to him and help him at home all that I could	No	E	.00	.20	.09	.00	.00	.04
		C	.00	.06	.00	.06	.09	.04
11. A TMR child is a big nuisance to his family because he needs constant attention, help and protection	Yes	E	.68	.94	.35	.13	.40	.44
		C	.80	.60	.41	.30	.4	.48
23. TMR children are loving, and bring a great deal of happiness to their families.	No	E	.10	.05	.26	.04	.20	.12
		C	.00	.10	.11	.11	.13	.13
17. If a TMR child is treated the same as other children in the family, he learns to do things for himself and does not become a bother to his family.	No	E	.20	.06	.43	.35	.24	.24
		C	.15	.30	.23	.18	.26	.30
21. If I had a brother or sister like a TMR child, I would want my parents to send him to live somewhere else.	Yes	E	.15	.00	.18	.18	.08	.08
		C	.15	.05	.06	.18	.04	.09
SCHOOLING FOR TMRS								
7. TMR children would be better off just staying home	Yes	E	.36	.10	.04	.04	.00	.08
		C	.25	.20	.30	.18	.09	.13

SCHOOLING FOR TMRS Question No. (Cont'd)	Neg. Resp.	Group	1st Grade Pre Test	1st Grade Post Test	3rd Grade Pre Test	3rd Grade Post Test	6th Grade Pre Test	6th Grade Post Test
13. TMR children can learn all they need to know right at home	Yes	E	.40	.15	.26	.04	.20	.12
		C	.60	.50	.35	.35	.13	.09
15. The children in the TMR classroom are too dumb to learn; they should stay home	Yes	E	.15	.10	.04	.04	.00	.00
		C	.50	.20	.23	.11	.04	.09
18. TMR children need to go to school in order to have other children to work and play with.	No	E	.15	.05	.13	.09	.32	.20
		C	.10	.20	.11	.06	.00	.13

DISCUSSION

An analysis of the patterns of negative responses revealed the areas in which negative attitudes were predominant and showed degrees of change as well as direction of change. This was not done with the AS, but the CAS was, showing the following:

Area of personal contact with TMR: Children in the 1st grade showed highest percentages of negative response in expressing reluctance to want to play with TMRs, go to their classroom to work with them, and being afraid to play with them. 50% of these negative responses changed to positive on post-test of the experimental group. The control group remained essentially the same.

Area of TMRs appearance and behavior: High percentages of negative responses which remained high were shown by all grades in both experimental and control groups on Question 19 which indicated it was always possible to tell a retarded child by his looks; more than half of the 1st grade children felt that retarded children always looked peculiar, even ugly; about one-third of the 3rd graders agreed, but only about one-fourth of the sixth grade felt this way. Every group showed a change to a much more positive attitude on this question (#10). On question 4 regarding trusting a TMR child not to lie or steal, 45% of the control group in the 1st grade gave a negative response, but this dropped to 20% on the final test. The experimental group matching them went from 20% negative to 5%.

Area of TMRs feelings and expression of feelings: All grades, both groups, showedthat nearly half the children thought TMRs used worse language than they did, but that not all TMRs used bad language. Not many felt that a TMR child becomes "emotionally disturbed" when he couldn't learn. This attitude increased in both 3rd and 6th grade experimental groups, possibly because they saw no evidence of disturbed behavior in the classroom and did not become aware of the emotional problems many of these children have.

Area of acceptance as a family member: About one-third of all groups felt they would be ashamed if they had a sibling who was like a TMR child. The greatest drop in negative attitude was shown by the experimental group, 3rd grade (.30 to .09). A high percentage of the groups felt that a TMR child was a big nuisance to his family and that he wouldn't be able to learn to do things for himself but would need constant help and protection. These attitudes did not show much change. A very low percentage of all groups felt that they would want a TMR sibling sent to live somewhere else. Most of the children thought the TMRs were loving and would bring happiness to their family.

Area of schooling for TMRs: Negative attitudes were generally low. About 50% of the 1st grade, both groups, felt that a TMR child could learn all they need to know right at home, as did 26% of the 3rd grade, but these percentages dropped to 15% and 4% respectively. Sixth graders changed from 20% to 12% on this.

SUMMARY

An assessment was made of change of attitude toward TMR students. On the whole, a great deal of acceptance was shown of the TMR children. A majority wished to visit the TMR unit and work with them. They accepted the TMR child as a playmate at home, in the neighborhood, and at school. Most felt they could trust a TMR child not to steal and lie. They felt they were really nice kids. They recognized that a TMR child has feelings like everyone else and that he feels bad when called names. Initially, about one-fourth thought TMRs were mean; this changed to less than .05 after engaging in activities with them (1st and 3rd grades). Acceptance as a family member was shown by nearly all the children. Although they saw him as a nuisance and in need of constant help, they also showed a willingness to be good to him and help him at home all they could. Need for schooling was also recognized by the majority; most of them realized that the TMRs need to go to school in order to have other children to work and play with.

It appears that the special activities program used with the experimental groups had some influence in changing the attitudes of the PTA Board members toward mental retardation and the mentally retarded at the TMR level, as well as the attitudes of the regular school children toward the TMRs in the TMR classroom.

The Childrens Attitude Survey (CAS) appears to indicate the areas of greatest negativeness and greatest positiveness in attitude toward the TMR, as well as showing a certain consistency in all groups for sameness in their responses.

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